

## Wessington Improvement Plan/Progress Report

<b>Principle: Principle One General Supervision</b>				
<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>24:05:23:01. Educational evaluator.</u> An educational evaluator must possess a valid teaching certificate and must have training in individual and group tests to be administered.</p> <p><u>24:05:16:02. Definitions</u> Qualified personnel," personnel who meet certification, licensing, registration, or other comparable requirements approved or recognized by the division for the profession or discipline in which the person is providing special education or related services, including early intervention and early childhood services.</p> <p>Through interview the monitoring team confirmed that the special education teacher does not currently possess a valid teaching certificate.</p>				
<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The Wessington School District will make efforts to hire a certified special educator to oversee the evaluation and IEP process for students and families in our school district.</p>				
<p><b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b></p> <p><b>Goal 1:</b> Given the area out of compliance, of not having a qualified educational evaluator, with a valid teaching certificate, with training in individual and group tests to be administered, the Wessington School District will hire a qualified special educator to administer school evaluations and oversee the IEP process for the school, for the school year 2002-2003.</p>				
<b>Short Term Objectives or Benchmarks:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress date met</b>	<b>12 month progress date met</b>
1. Given the first opportunity, the CEO/Director of Special Education of the Wessington School District will contact the Miller School District in an effort to hire personnel in order to fulfill the need for qualified, certified staff, to administer evaluations and oversee the IEP process for the school.	11/1/2002	Gerry Hunter	Met	

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2. If a qualified individual is not found within the Miller School District, the need will be presented to the public to generate leads, in an effort to hire certified staff to meet the needs of conducting evaluations and overseeing the IEP process.	11/3/2002	Gerry Hunter	Met	
3. Given a qualified individual is willing to accept responsibility for overseeing evaluations and the IEP process for the Wessington School District, an agreement will be made to specify duties on a consultant basis for school year 2002-2003	11/5/2002	Gerry Hunter	Met	
4. Given a qualified individual is willing to accept responsibility for overseeing evaluations and the IEP process for the Wessington School District, an interview will be conducted to review the qualifications of the said individual.	11/7/2002	Gerry Hunter	Met	
5. Given a qualified individual is willing to accept the position of overseeing evaluations and the IEP process for the Wessington School District, an agreement will be made with Janice Rounds stipulating a billing procedure to the Wessington School District Business Manager for payment to be approved by the Wessington School Board of Education and made payable upon board approval, for services rendered based on an hourly rate of \$20 per hour and \$20 per trip to Wessington, for the school year 2002-2003.	11/8/2002	Gerry Hunter, Amy Langbehn	Met	
6. The Wessington School District will forward a copy of the agreement made with Janice Rounds to the Office of Special Education to verify that the area of non-compliance, of not having a qualified individual to oversee evaluation and IEP process, has been resolved.	1/11/2003	Gerry Hunter	Met	

## Progress Report

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Please explain the data (6th month)

In October, Gerry Hunter contacted the Miller School District in an effort to hire certified special education staff to administer evaluations and oversee the IEP process for the Wessington School District. In this contact, Mr. Hunter found that the Miller School District did not have an interested person to fill this need in the Wessington School District. At this time, Mr. Hunter spoke to parents of students that were involved in our Special Education program to find that there might be a prospective candidate for the position who had retired in the Huron area. Mr. Hunter made contact with Janice Rounds to offer the position to her on a consultant basis at which time Janice Rounds accepted the position. A contract was offered to Janice Rounds stipulating the following terms. The school would follow a billing procedure with bills going through the business manager for payment to be approved by the Wessington School Board of Education and made payable upon board approval, for services rendered based on an hourly rate of \$20 per hour and \$20 per trip to Wessington, for the school year 2002-2003. The Wessington School followed these terms for each of their IEP meetings and evaluations that were conducted for the time period 11/1/02 to 5/20/03. The Wessington School District did forward a copy of the agreement between Janice Rounds and the school to the Office of Special Education to verify that the area of non-compliance, of not having a qualified individual to oversee the evaluation and IEP process, had been resolved on 1/11/2003. The need for continued services for school year 2003-04 has not been determined at this time, pending the renewal of the current special education teachers South Dakota teaching certificate.

Please explain the data (12 month)

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## Wessington Improvement Plan/Progress Report

<b>Principle: Principle One – General Supervision</b>				
<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><u>24:05:23:01. Educational evaluator.</u> An educational evaluator must possess a valid teaching certificate and must have training in individual and group tests to be administered.</p> <p><u>24:05:16:02. Definitions</u> Qualified personnel," personnel who meet certification, licensing, registration, or other comparable requirements approved or recognized by the division for the profession or discipline in which the person is providing special education or related services, including early intervention and early childhood services.</p> <p>Through interview the monitoring team confirmed that the special education teacher does not currently possess a valid teaching certificate.</p>				
<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The Wessington School District's current special education teacher who does not possess a valid teaching certificate, will make efforts to achieve certification status to serve in the areas of student evaluations and to serve parents and students in the IEP process for the school district.</p>				
<p><b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b></p> <p>Goal 2: Given the area out of compliance, of not having an educational evaluator with a valid teaching certificate and having training in individual and group tests to be administered, the Wessington School District's current teacher, hired to be a special educator, will pursue workshop training or college course opportunities to obtain 5 credit hours to obtain a valid teaching certificate.</p>				
<p><b>Short Term Objectives or Benchmarks:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p><b>Timeline for Completi on</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>6 month progress date met</b></p>	<p><b>12 month progress date met</b></p>

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1. The Wessington School District's current Special Educator will contact the State Department of Education to determine a proper course of action, either workshop credit or college credit hours to obtain a valid teaching certificate and to determine if a credit hour obtained in January of 2000 can be applied to teacher certification requirements.	11/5/2002	Lorrie Schofield	Met	
2. The Wessington School District's current Special Educator, will explore and attend workshops or training opportunities for credit hours, for a total of 6 hours in order to obtain a valid teaching certificate.	5/20/2003	Lorrie Schofield	Met	
3. The Wessington School District's current Special Education Teacher, will pursue 6 credit hours of college hours via the internet from USD and independent study or direct coursework from Huron University, relating to Special Education or Administrative graduate coursework, to eventually obtain a Master's Degree in Special Education, Early Childhood emphasis, if needed to obtain teaching certification in the State of South Dakota.	8/20/2003	Lorrie Schofield	Met	
4. The Wessington School District's current Special Education Teacher, will send the Office of Special Education verification of completion of 6 credit hours of course work, in the form of a university transcript or certificate of course completion to verify the completion of the 6 credits as they are completed.	8/20/2003	Lorrie Schofield	Met	
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Please explain the data (6 month)

In November, the Wessington School's current special education teacher contacted the state department of education to determine the proper course of action, to obtain a valid teaching certificate and to determine if course work completed in January of 2000 could be applied to teacher certification requirements. At this time, it was determined that I could take 5 additional hours of workshop credit through an accredited school. I was also told that the one hour that was completed in January 2000 could be applied to teacher recertification. The current special education teacher in the Wessington School District attended a total of 5 workshops during the school year 2002-03 to make her eligible for recertification. At this time, application is still pending to the state department of education but will be filed before school year 2003-04 begins. The current special education teacher in the Wessington School District did send the office of special education verification of completion of 6 credit hours of course work, in the form of a certificate of course completion to verify the completion of the 6 credits as they were completed. At this time, the current special education teacher has elected to wait to start a graduate degree of any kind.

Please explain the data (12 month)

## Wessington Improvement Plan/Progress Report

<b>Principle: Principle Three- Appropriate Evaluation</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)				
<p><u>24:05:24.01:01. Students with disabilities defined.</u> Students with disabilities are students evaluated in accordance with chapter 24:05:25 as having a diagnosed disability which adversely affects educational performance, and who, because of those disabilities, need special education or special education and related services. If it is determined through an appropriate evaluation, under chapter 24:05:25, that a student has one of the disabilities identified in this chapter, but only needs a related service and not special education, the student is not a student with a disability under this article. If, consistent with this chapter, the related service required by the student is considered special education, the student is a student with a disability under this article.</p> <p>Through interview and review of the student record, the monitoring team concluded a student was placed on an IEP without appropriately determining if the student was a student with a disability, if the disability adversely affected educational performance or if they required special education. The eligibility determination for this student appeared to be made by the special educator since only their signature appeared on the eligibility document. The IEP written for the student only addressed the need for the related service of counseling.</p>				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.				
The Wessington School District will work to determine appropriate eligibility and documentation for all students with disabilities and their families that we provide services for.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>				
Goal 1: Given the area out of compliance of using an appropriate evaluation to determine, under chapter 24:05:25, that a student has one of the disabilities identified in this chapter, but only needs a related service and not special education, the student is not a student with a disability under this article. If, consistent with this chapter, the related service required by the student is considered special education, the student is a student with a disability under this article, efforts will be made to correctly identify the student qualifies for special education and related services through a Multidisciplinary Team meeting and develop an appropriate Individual Education Plan addressing academic needs of the student, if necessary.				
<b>Short Term Objectives or Benchmarks:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress date met</b>	<b>12 month progress date met</b>

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1. The Wessington School District, Special Education Department will contact the parents of the student involved, via a prior notice, to seek permission to pull evaluation results of January 21, 2002 forward to review at a scheduled meeting with a Multidisciplinary Team, to determine whether the student is eligible to receive special education services.	10/3/2002	Janice Rounds, Lorrie Schofield	Met	
2. The Wessington School District, Special Education Department, will hold a Multidisciplinary Team Meeting, to determine student eligibility for special education services and related services, and obtain proper membership signatures indicating approval or disapproval of qualifying the student for special education and related services.	10/17/2002	Janice Rounds, Lorrie Schofield	Met	
3. The Wessington School District, Special Education Department, and the multidisciplinary team for the student will write an IEP that includes goals and objectives for academic needs in the areas of organization and slow processing speed which affect the student in all academic areas. A behavior intervention plan will also be written to address concerns brought forward in the functional assessment of this student, if the multidisciplinary team determines that this is appropriate.	11/18/2002	Janice Rounds, Lorrie Schofield	Met	
<b>Progress Report:</b>				
Please explain data (6 month) The Wessington Special Education Department sought parent permission to pull evaluation results from 1/21/02 forward on 10/3/02 via the use of a prior notice. A multidisciplinary team meeting was scheduled for 10/17/02 at which time it was determined that the involved student was indeed eligible for special education services and related services. At this time, we obtained proper membership signatures indicating approval of a special education placement under the classification Other Health Impaired. On 11/18/02, an IEP meeting was held to write goals and objectives for academic needs in the areas of organization and slow processing speed which affect the student in all academic areas. A behavior intervention plan was also discussed at this time to address concerns brought forward in the functional assessment of this student, however, this was not written at this time, per a multidisciplinary team decision but rather it was decided to monitor the student's behavior.				
Please explain data (12 month)				



## Wessington Improvement Plan/Progress Report

<b>Principle:</b> <b>Principle Five- Individualized Education Program</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  <u>24:05:27:01.03 Content of individualized education program</u> A student's IEP must contain present levels of performance based upon the skill areas affected by the students identified disability. The present levels of performance are based upon the functional assessment information gathered during the comprehensive evaluation process. In 4 files reviewed, present levels of performance were not linked to evaluation and did not contain the student's academic strengths, needs or their involvement in the general curriculum. For example, functional assessment information was available regarding a student's strengths and needs in the student's disability area of listening comprehension. The present levels of performance stated skills in reading and the annual goals were developed in the areas of written language, grammar and vocabulary. In another example, functional assessment information was available regarding a student's transition needs; however, the student's strength and needs in this area were not included in the present levels of performance. Another student had extensive functional assessment information relative to their disability areas, however, only one or two skills were noted in the present levels of performance resulting in no link between the annual goals and the present levels of performance.				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  The Wessington School District will make efforts to ensure that all student IEP's will be written using the results of the information gathered during the comprehensive evaluation process for each student with a disability and their family.				
<b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  Goal 1: Given the area out of compliance, that a student's IEP must contain present levels of performance based upon the skill areas affected by the student's identified disability that are based upon the functional assessment information gathered during the comprehensive evaluation process, the Wessington School District Special Education Department will write annual IEP's with present levels of performance that indicate student academic strengths, needs, or their involvement in the general curriculum, based on the comprehensive evaluation results and will write annual goals and objectives that reflect academic needs found in the present levels of performance and the comprehensive evaluation results 100% of the time on an annual basis.				
<b>Short Term Objectives or Benchmarks:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.		<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress date met</b>
				<b>12 month progress date met</b>

6 month reporting date 7/15/03  
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1. The Wessington School District, Special Education Department will write all IEP's with Present Levels of Performance statements, reflecting individual student academic strengths, needs, and involvement in the general classroom, based on comprehensive evaluation results for that student, 100% of the time on an annual basis.	4/30/2003	Janice Rounds, Lorrie Schofield	Met	
2. The Wessington School District, Special Education Department will write all annual IEP's with goals and objectives reflecting individual student academic needs found in the Present Levels of Performance and accurately reflecting the results of the comprehensive evaluations of the student, 100% of the time on an annual basis.	4/30/2003	Janice Rounds, Lorrie Schofield	Met	
3. The Wessington School District, Special Education Department will conduct spot checks of 80% of all current files to verify that they meet the requirements that Present Levels of Performance statements and goals and objectives be written according to the results of the comprehensive evaluations of each student and results of these spot checks will be reported to the Office of Special Education, in percentage format, in the status report of May 2003.	5/2003	Janice Rounds, Lorrie Schofield	Met	

**Progress Report:**

Please explain your data (6 month)

The Wessington School District, Special Education Department made a conscious effort to write all IEP's with present levels of performance statements reflecting individual student academic strengths, needs, and involvement in the general classroom, based on comprehensive evaluation results for that student, 100% of the time on an annual basis. The Wessington School District, Special Education Department also made a conscious effort to write all annual IEP's with goals and objectives reflecting individual student academic needs found in the present levels of performance and accurately reflecting the results of the comprehensive evaluations of the student, 100% of the time on an annual basis. The Wessington School District, Special Education department measured progress on these objectives by conducting spot checks of 80% of all current files to verify that they meet the requirements that present levels of performance statements and goals and objectives be written according to the results of the comprehensive evaluations of each student. Upon completion of spot checks by Wessington School District special education staff, it was found that 100% of the 80% of files checked did meet the requirements set forth that present level of performance statements and goals and objectives be written to reflect individual student achievement on the comprehensive evaluations for that student.

6 month reporting date 7/15/03  
12 month reporting date 1/17/04  
CLOSED 9/10/03

Please explain your data (12 month)